Child Protection and Safeguarding Policy 2021-2022

Date First Published	September 2020
Version	2
Last Approved	September 2021
Review	September 2022

Contents

1. Changes to this Edition

Second edition.

Updated in-line with Keeping Children Safe in Education (KCSIE September 2021)

2. Important Contacts

Below are the relevant Safeguarding contact details for Handsworth Grange Community Sports College and other relevant safeguarding contacts.

ROLE/ ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Sally Ruczenczyn	0114 2694801 ext 2211
Deputy DSL	Bev Ramsey	0114 2542660
Other contactable DSL(s) and/or deputy DSL(s):	Rochelle Roberts Wayne Simpson Mike Keys Clare Akram	0114 2694801 ext 2255 ext 2274 ext 2216 ext 2218
Designated member(s) of senior leadership team if DSL (and deputy) cannot be on site		
Headteacher	Nick Parker	0114 2694801 ext 2212
Local Authority Designated officer (LADO)	Andrew Adedoyin	0114 2734855 option 1 LADO@sheffield.gov.uk
Chair of Local Governing Body	Claire Marlow	0114 2694801 ext 2206
Lead Local Governor - Safeguarding	Jessica Proctor	0114 2694801 ext 2206
Sheffield Safeguarding Hub		0114 2734855
Channel helpline (Prevent Strategy)		020 7340 7264 Counter.extremism@education.gov.uk

Details of Designated Safeguarding Leads in Minerva Learning Trust Schools

School	Contact details	Designated Safeguarding Lead	Deputy Safeguarding Lead
Chapeltown Academy	0114 2454803	Dayle Coe Headteacher	Helen Deighton Deputy Headteacher
Ecclesfield School	0114 2461156	Richard Walkden Headteacher	Peter Booth Safeguarding Manager
Handsworth Grange Community Sports College	0114 269 4801	Sally Ruczenczyn Assistant Headteacher Bev Ramsey Safeguarding Lead	Rochelle Edwards Deputy Safeguarding Lead and Student Wellbeing Intervention Officer
High Storrs	0114 267 0000	Ben Lacey Assistant Headteacher	Louise Hamnett, Deputy Safeguarding Lead
Stocksbridge High School	0114 288 3153	Sam Tipson Assistant Headteacher	Sarah Drayson Safeguarding Lead
Woodthorpe	0114 2399167	Dave Smith Headteacher	Karen Bister Deputy Headteacher

Safeguarding leads in each school are for reference.

The above-named person should be contacted in the first instance if and Safeguarding issues / concerns arise during a virtual club or activity between schools.

3. Aims

Minerva Learning Trust (MLT), all its employees and volunteers, are committed to promoting the welfare of all children and young people. This policy reflects its responsibilities in ensuring all members of the Trust create a safe environment within which children and young people can learn.

The school as part of Minerva Learning Trust aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- Safeguarding measures are in place to promote students' safety, wellbeing and health by fostering an honest, open and caring climate in all areas of our organisation.
- All staff should be able to reassure victims of abuse that they will be taken seriously and supported.
- Systems to report safeguarding issues are robust, accessible, well promoted and easily understood by all stakeholders, students, staff and parents.

4. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

The DfE Staffing and Employment Advice for schools which relates to The School Staffing (England) Regulations 2009, and confirms the requirement for at least one person on any recruitment selection panel to be trained in safer recruitment techniques. This is reinforced in Keeping Children Safe in Education (2021) along with guidance about the completion of appropriate recruitment checks and maintenance of the Single Central Record (SCR).

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

This policy meets the requirements relating to the safeguarding and welfare in the

Statutory framework for the early year's foundation stage.

Additional policy guidance can be found at: Under 5's in Schools, Sept 21

KCSIE now applies to providers of post 16 education, including sixth form colleges, as set out Education and Training (Welfare of Children) Act 2021.

The statutory guidance Disqualification under the Childcare Act 2006 which relates to the application of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 and obligations under the Childcare Act 2006 which schools must have regard to when employing staff to work in relevant childcare. Schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the settings outlined in the legislation and guidance.

This safeguarding policy also reflects Sheffields agreed multi agency procedures that have been put in place by the three safeguarding partners.

- Sheffield Children Safeguarding Partnership have developed a comprehensive set of policies, guidance and procedures that Ofsted have confirmed can be adopted by each education setting which together make a Safeguarding and Child Protection Policy. These have been updated in line with Keeping Children Safe in Educate DfE 2021.
- All our schools use these documents to support Safeguarding and Child protection policies, procedures and advice within their school.
- A full set of policies can be downloaded below by following the link and the relevant policies are linked under the appropriate section within this policy.

- A summary of changes document can be found below by clicking the link.: This details the changes made in September 2021 to last years policies following the updated KCSIE September 2021.

Summary of document changes, Sept 21

Each school setting within the Minerva Learning Trust should:

1. Download a full set of policies & procedures into a folder: (see link below)

Full Set Safeguarding Policies & Procedures, Sheffield Education Settings, Sept 21

2. Complete **How our education setting safeguards students, Sept 21** and display around school.
3. Ensure all staff have accessed and understood these policies
4. Make this folder available to parents and carers
5. Include a link to the policies on your school website

5. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local Authority (LA)
- A clinical commissioning group for an area within the LA
- The Chief Officer of Police for a Police area in the LA

6. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 11)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence/ abuse
- Are misusing drugs or alcohol themselves;
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental ill health needs
- Are looked after or previously looked after (see section 13)
- Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and the association with organized crimes groups or county lines.
- Are frequently going missing/ goes missing from care or home
- Are at risk of modern slavery, trafficking, sexual or criminal exploitation.
- Have a family member in prison or is affected by parental offending.
- Have returned home to their family from care
- Are a privately fostered child
- Are persistently absent from education, including persistent absences for part of the school day.

7. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and Governors in Minerva Learning Trust and each school within it and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities and online activities. Specific responsibilities at all areas of the organisation are highlighted below.

7.1 Minerva Learning Trust Board

- Appoint a Trust Board member as the Lead Trustee for Safeguarding who will create effective links and lines of communication between Trust central staff, and Local Governing Body Lead Governors for Safeguarding
- Ensure that the Trust has an appropriate Safeguarding and Child Protection Policy in place which provides overarching guidance upon which each school's Safeguarding Policy is written
- Ensure that the Safeguarding and Child Protection policies of the Trust and each individual school are reviewed and published annually;
- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Review findings of the annual external safeguarding audit of all schools within the Trust to ensure compliance to Trust and statutory guidelines

Trust Board Safeguarding Lead Trustee

The Minerva Learning Trust Lead Trustee will work with the Lead Local Governor in each school to ensure that:

- Safeguarding practices, policies and procedures are in place across the Trust and that schools are fully compliant and meeting statutory requirements.
- Lead Local Governors are responsible for working with Headteachers to ensure that their school is fully compliant
- The Lead Local Governor and Lead Trustee reporting schedule, the Trust Scheme of Delegation, Trust Governance handbook and Trust Governance Business planner state clearly the responsibility of the Lead Safeguarding Trustee within MLT

7.2 The Chief Executive Officer

- Ensure that each school within the Trust has an appropriate Safeguarding Policy in place which links to the Trust's and the relevant Local Authority Safeguarding Children Board's overarching safeguarding expectations
- Ensure that staff are aware of how and when to act on concerns and that they always work in a safe and appropriate manner
- Ensure staff are updated on Keeping Children Safe in Education guidance through delivery of annual safeguarding training for all staff and sign to say they have read Part 1 of the guidance
- Ensure each school has an identified and appropriately trained Designated Safeguarding Lead (DSL) in place and that the relevant training is up to date
- Facilitate an annual external safeguarding audit of all schools within the Trust to ensure compliance to Trust and statutory guidelines

7.3 The Local Governing Body

Governing Body Role, Sept 21

- The governing board will approve the school's policy at each review, ensure it complies with the model Trust level policy and hold the Headteacher to account for its implementation
- An individual member of the Local Governing Body should be designated as the school's Lead Governor for Safeguarding. The Lead Governor for Safeguarding will champion issues to do with safeguarding and child protection within the school, liaise and meet with the DSL, conduct relevant school visits and provide relevant information and reports to the Local Governing Body at least twice per year
- The governing board will appoint a Lead Governors to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- All Governors will read Keeping Children Safe in Education part 1

7.4 The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensure that all children and young people know there are adults in the school whom they can approach if they are worried or are in difficulty
- Include curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and develop resilience
- Ensure every effort is made to create effective working relationship with parents, carers and other agencies
- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding and child protection, including online safety policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Ensuring suitable internet filtering is in place to restrict children's access to unsafe material
- Developing and implementing an Online Safety Policy and implementing the Trust's Acceptable User Policy
- A designated member of staff is in place for Children Looked After and those post CLA
- Acting as the '**case manager**' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

- **Notifying the CEO, by telephone or email, within 24 hours of any of the following:**
    - Receipt of any safeguarding related complaint made to Ofsted or directly to the school
    - Any serious safeguarding incidents that have been escalated to external authorities which may bring the School/Trust into the media spotlight
    - Before taking the decision to permanently exclude a student
    - Before reporting a safeguarding concern about a member of staff to the Local Authority Designated Officer
    - Any incident for which the School's Critical Incident Plan may need to be implemented
    –
- Ensuring all recruitment procedures comply with statutory requirements and that all necessary checks are completed prior to appointment
- Ensuring appropriate checks and safeguarding visits are in place for all students placed in alternative provision or for providers of unregulated activities, either on or beyond the school site
- Ensuring curriculum activities and opportunities for safeguarding education of students through a comprehensive PSHE/SMSC curriculum

7.5   The Designated Safeguarding Lead (DSL)

Designated Safeguarding Lead & Deputy Role, Sept 21

- The DSL is a member of the senior leadership team. Our DSL is Sally Ruczenczyn. The DSL takes lead responsibility for child protection and wider safeguarding.

- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

- When the DSL is absent, the deputies – will act as cover.

- If the DSL and deputies are not available, a member of the School Leadership Team will act as cover (for example, during out-of-hours/out-of-term activities or in exceptional circumstances).

- The DSL will undertake additional Prevent training and will disseminate this training to other members of school's staff regarding the protection of children from the risk of radicalisation

The DSL will be given the time, funding, training, resources and support to:

1. Provide advice and support to other staff on child welfare and child protection matters (including online safety)

2. Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

3. Provide information to the Trust, LGB and local authority safeguarding partners

4. Liaison with the Trust and the local authority on any deficiencies brought to the attention of the trust and how these should be rectified without delay

5. Contribute to the assessment of children

6. Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

7. The DSL will also keep the Headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

8. The full responsibilities of the DSL and deputies are set out in their job description.

9. Conducting new staff safeguarding inductions

10. Keeping detailed, accurate and secure written records of concerns or referrals

11. Obtaining access to resources and training for all staff and attending higher level refresher training every two years (including online safety training)

12. Ensuring safeguarding and child protection information is passed on to the next educational institution at the point of transition

13. Maintaining and monitoring child protection records and acting upon concerns where necessary and appropriate.

14. Each school is expected to contribute towards inter-agency working with its Local Safeguarding Children Board. Working Together (2018) makes it clear that schools belonging to Multi-Academy Trusts should be fully engaged, involved and included in all local authority arrangements by building working relationships and maintaining routine contact rather than communication only in the event of a concern.

7.6 All staff

All staff will read and understand Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, which includes policy and procedures for dealing with peer-on-peer abuse, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy (including measures to prevent bullying, including cyber bullying, prejudice-based and discriminatory bullying), and the safeguarding response to children who go missing from education.

- The early help process (Early Help Assessment (EHA) part 1, or for multiple needs Family Common Assessment (FCAF) or MyPlan or EHCP) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

- All staff will understand what constitutes sexual harassment and sexual violence and will have a clear understanding of the school systems and processes to deal with this. They

will maintain an attitude that 'it could happen here' and will play their part in developing a safeguarding culture that places its children and young people at its heart. All reported incidents will be taken seriously.

Appendix 4 of the Appendices to Trust Child Protection & Safeguarding Policy 2021-22 outline in more detail how staff are supported to do this and includes the comprehensive list of Sheffield Authority policies & guidance).

Early Years and Foundation Stage staff will have due regard in their policies for the statutory framework for the early years and foundation stage.

8. Confidentiality & information sharing

All staff are bound by the staff code of conduct and where appropriate teacher standards. The links below detail the specific policy guidance around sharing information and confidentiality from Sheffield Children Safeguarding Partnership, additionally guidance on what and how to share information at key pupil transition points.

Information Sharing, Sept 21. This document provides clarity about powers to hold and use information to safeguard children.

Pupil Transitions, Sept 21

Process & Principles for sharing information:

- Timely information sharing is essential to effective safeguarding

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy).

9. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

9.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** *Referrals will be made to the **Sheffield Safeguarding Hub (273 4450)**, where the referrer with them be asked to complete a referral form via anycoms*

- Tell the DSL as soon as possible if you make a referral directly. Follow Sheffield procedure for Referring your safeguarding concerns, Sept 21
- The following government link can also be used to find further information on how to report child abuse: https://www.gov.uk/report-child-abuse-to-local-council
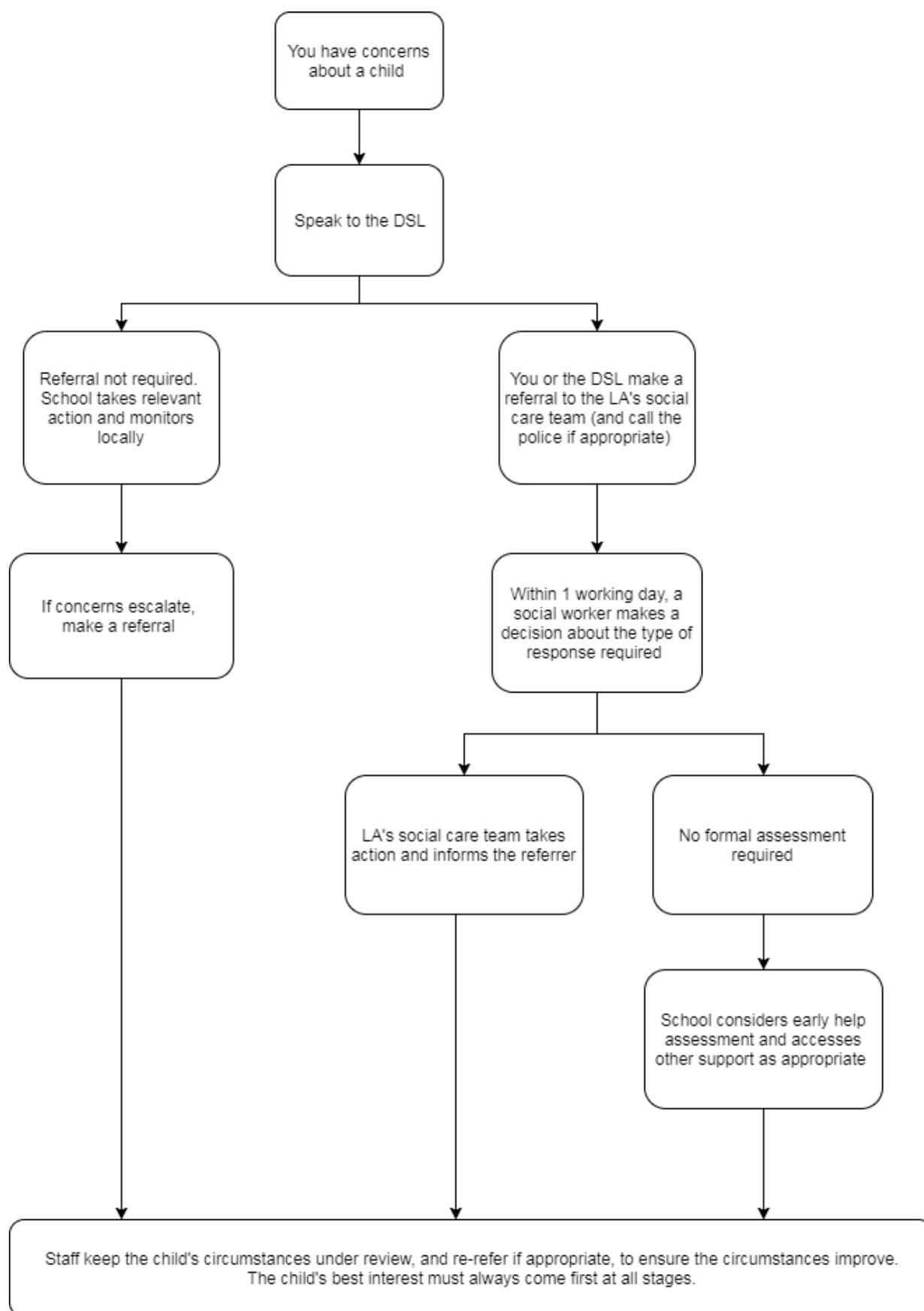
9.2 If a child makes a disclosure to you

- If a child discloses a safeguarding issue to you, you should:
- Listen to and believe them. All disclosures and reports must be taken seriously.
- Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 9.1), and tell the DSL as soon as possible that you have done so

9.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger) (see figure 1 below)

- Follow Sheffield procedure for Referring your safeguarding concerns, Sept 21
- Where possible, speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.
- Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.
- Complete a 'green concern form' which is available in all departments, reception and safeguarding office. Green forms should be handed into a member of the safeguarding team on the same day and not placed in staff pigeon holes.

Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)

You have concerns about a child

↓

Speak to the DSL

Referral not required. School takes relevant action and monitors locally

↓

If concerns escalate, make a referral

You or the DSL make a referral to the LA's social care team (and call the police if appropriate)

↓

Within 1 working day, a social worker makes a decision about the type of response required

LA's social care team takes action and informs the referrer

No formal assessment required

↓

School considers early help assessment and accesses other support as appropriate

Staff keep the child's circumstances under review, and re-refer if appropriate, to ensure the circumstances improve. The child's best interest must always come first at all stages.

Early help

- Any child may benefit from early help, but all school/college staff need to be alert to the potential need for early help for a child who:
    - ✓ is disabled or has certain health conditions and has specific additional needs.
    - ✓ has special educational needs (whether they have a statutory Education, Health and Care Plan).
    - ✓ has a mental health need.
    - ✓ is a young carer.
    - ✓ is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
    - ✓ is frequently missing/goes missing from care or from home.
    - ✓ is at risk of modern slavery, trafficking, sexual or criminal exploitation.
    - ✓ is at risk of being radicalised or exploited.
    - ✓ has a family member in prison or is affected by parental offending.
    - ✓ is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
    - ✓ is misusing drugs or alcohol themselves.
    - ✓ has returned home to their family from care.
    - ✓ is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage; is a privately fostered child; and
    - ✓ is persistently absent from education, including persistent absences for part of the school day.

- Follow Sheffield procedure for Early Help, Sept 21

- If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

- The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

- Follow Sheffield Children Safeguarding Partnership procedures for referring safeguarding concerns: Referring your safeguarding concerns, Sept 21

- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

- If you make a referral directly (see section 9.1), you must tell the DSL as soon as possible.

- The local authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Specific Safeguarding issues are detailed below. Additional information is contained in 'Appendices to Trust and Child Protection Policy 2021-22' Appendix 4.

9.4   If you discover that FGM has taken place, or a pupil is at risk of FGM

- The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

- Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 4.

- **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. **This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.**

- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

- The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

- **Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM must speak to the DSL and follow local safeguarding procedures (see link below):

  Follow the link to the detailed policy related to Faith & cultural abuse, Sept 21

9.5   If you have concerns about extremism

- All education settings must try to prevent children and young people from being drawn into extremism and /or terrorism.

- Follow Sheffield procedures for Preventing extremism & radicalisation, Sept 21

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority Prevent team. Prevent single point of contact: Steve Hill, 01142734855.

- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

- Police Prevent Team can be contacted by anybody who has a concern on: 01142523217 (8-4pm) or 101 for out of hours. Email: Prevent@southyorkshire.pnn.police.uk

- In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

    1. Think someone is in immediate danger

    2. Think someone may be planning to travel to join an extremist group

    3. See or hear something that may be terrorist-related

9.6   If you have a mental ill-health concern

- School will follow the policy guidance from Sheffield Children Safeguarding Partnership Mental Ill-Health, Sept 21.   Additional information and guidance can also be found in the Department for Education guidance on mental health and behaviour in schools and in Promoting and supporting mental health and wellbeing in schools and colleges, DfE June 2021 https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges

- Mental ill-health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- This can be more impacted by a child's disability

- Mental ill-health should only be diagnosed by trained professionals.

- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental ill-health problem or be at risk of developing one. Signs may include:

    ✓ Not looking after their emotional or physical needs

- ✓ Direct self-harm or depression
- ✓ Staying in an abusive relationship
- ✓ Taking risks too easily
- ✓ Eating distress & addiction

Staff should:

- ✓ Be aware of impact of abuse, neglect & trauma on a child's mental ill-health, behaviour & education
- ✓ Observe & identify worrying behaviour & speak to DSL/DDSL immediately
- ✓ Always take self-harm/suicidal thoughts seriously
- ✓ Support, respect, understand, and don't judge
- ✓ Be aware of additional resources to support schools to support students with mental ill health. Links can be found in KCSIE Paragraphs 172 & 175.

Children with suicidal thoughts:

- ✓ Check if they have taken any substances or injured themselves & if so, identify urgent medical attention even if they appear well
- ✓ Ask what is troubling them, the extent any self-harm is likely or planned, help required.

Information sharing:

Informed consent should be sought if the young person is competent unless:

- ✓ The situation is urgent and there is no time
- ✓ Seeking consent may cause serious harm or is linked to serious crime If consent is refused/not sought, share information if:
- ✓ Risk of serious harm or link to serious crime
- ✓ Risk greatly outweighs harm caused by sharing
- ✓ There is a pressing need to share the information A competent young person can limit the information shared about them if there is no risk of serious harm or link to serious crime. A young person who threatens or self-harms & is caring for a child or pregnant, must be referred to Children's Social Care to assess the needs of both the young person and the child/unborn baby.

- If you have a mental ill-health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 9.3 and the guidance above.

  Mental health concerns (where the child is not in immediate danger) can be discussed initially with the Head of Year and where appropriate a green concern form can be completed. Heads of Year are able to make referrals to the Senior Learning Mentor and/or Student Wellbeing and Intervention Coordinator within school, for appropriate support. All vulnerable pupils are discussed by the Inclusion Team within school on a weekly basis. The Mental Health Lead in school is able to make a referral into CAMHS Child and Adolescent Mental Health team) where appropriate or signpost to other support services.

  If you have a mental ill- health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

9.7 Allegations of abuse made against other pupils (Peer on Peer Abuse)

- We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All reported incidents will be taken seriously, and victims will be supported.

- All staff should be able to reassure victims that they are being taken seriously and that they will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

- We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

- All staff should understand the importance of challenging inappropriate behaviour between children and young people. All staff should understand that downplaying certain behaviours as 'just banter' or 'boys being boys can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalizes abuse.

- Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. **This might include where the alleged behaviour:**

  1. Is serious, and potentially a criminal offence

  2. Could put pupils in the school at risk

  3. Is violent

  4. Involves pupils being forced to use drugs or alcohol

  5. Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

- Staff will be alert to the different forms of peer-on-peer abuse and know the procedures for dealing with them in school.

- Peer abuse will not be tolerated in school and will be dealt with swiftly and appropriately in line with the behaviour policy. Any disciplinary process will be applied fairly, consistently, reasonably, considering any special educational needs, disabilities and vulnerability.

- Students will be educated about what constitutes peer on peer abuse, the effects on victims and how to report it.

Types of Peer Abuse:

Peer abuse is the physical, emotional & sexual abuse of a child or young person by their peers ***on or offline*** and can be ***inside and outside of school***:

- ✓ **Bullying, including prejudice & discrimination**
- ✓ **Cyberbullying**

Bullying can occur at any time, inside or outside a setting & should always be assessed by your safeguarding team if it involves one of your pupils. (Refer to School behaviour policy and anti bullying policy)

Part five: Child on Child sexual violence and harassment provides detailed guidance on how school should respond to all reports & concerns.

School will follow this guidance.

- ✓ **Sexual violence**: when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 200314 as described below:

  - **Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

  - **Assault by Penetration**: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

  - **Sexual Assault**: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

  - **Causing someone to engage in sexual activity without consent**: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

It is imperative that all staff (especially designated safeguarding leads and deputies understand consent.) This should be part of the RSE curriculum at KS3 and KS4.

- ✓ **Sexual harassment:** 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

  - **Sexual harassment** can include:

  - **sexual comments**, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.

  - **sexual "jokes" or taunting**.

  - **physical behaviour**, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature.

  - **online sexual harassment**. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

    consensual and non-consensual sharing of nude and semi-nude images and videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (taking and sharing nude photographs of U18s is a criminal offence)

    sharing of unwanted explicit content.
    upskirting (is a criminal offence).
    sexualised online bullying.
    unwanted sexual comments and messages, including, on social media.
    sexual exploitation; coercion and threats

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boy

School considers sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

For further guidance and support refer to Part 5 in KCSIE 2021 and Sexual violence and sexual harassment between children in schools and colleges

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it

- The DSL will contact The Sheffield Safeguarding hub or the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

- The DSL will refer to the appropriate Sheffield policy to work through the agreed processes and procedures.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensuring pupils know they can talk to staff confidentially through discussions in Personal Development lessons, through assemblies, pupil information leaflet available in reception and around school, information on school website.

- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

- School will monitor all reported incidents of peer-on-peer abuse in school. Where there are no reports of peer-on-peer abuse staff must not assume that it is not happening and must remain vigilant.

- Peer on Peer abuse can reported directly to any member of staff in school. Pupils can contact a member of staff directly via email.

    Parents would report via email or phone to Head of Year

Staff would challenge any peer on peer abuse themselves where appropriate and report to the Head of Year or a member of the Safeguarding Team

Responding to a report of child-on-child sexual violence & harassment:

- School will have in place well promoted systems that are easily understood and accessible for children to confidentially report abuse, knowing concerns will be treated seriously.

- School should ensure appropriate training has taken place to ensure a calm, considered and appropriate response.

- School should contribute to multi agency working in line with statutory guidance.

- Decisions should be made by school on a case-by-case basis. The DSL/ DDSL will take a lead role and use professional judgement supported by other agencies, for example social care or the police.

- School will use the necessary support available. Paragraph 52 and Annex A in the Sexual Violence and Sexual Harassment Between Children in Schools and Colleges advice provides detailed information and links to resources

Immediate response to a report:

- All staff must be aware that children may not find it easy to tell staff about their abuse verbally. Staff should remain vigilant and be aware of any signs. If a member of staff overhears a conversation or an incident is reported from another person this must be taken seriously and any concerns must be raised.

- If possible, reports will be managed with 2 members of staff, but we recognise this may not always be possible.

- If a report has an online element and staff are unsure, they should refer to searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. **The key consideration is for staff not to view or forward illegal images of a child.**

- Staff should consider if it is appropriate to confiscate any devises to preserve any evidence.

- Staff should not promise confidentiality but must only share the information with those staff who are appropriate to progress it.

- Staff should listen carefully to the child, reflecting back, using the child's language, be non-judgmental, be clear about boundaries and how the report will be progressed,

- Do not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.

- A written record is made which reflects the facts as the child presents them, they should not contain personal opinions.

- Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and

- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report

- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should **make an immediate risk and needs assessment**. Where there has

been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

Managing a report of child-on-child sexual violence & harassment:

- School will consider each report on a case-by-case basis.

- School should consider the next steps and if the incident is referred to the police or social care consideration of how the alleged perpetrator will be informed.

- School should consider the 4 likely scenarios for dealing with incidents, they are:

   1. Manage internally
   2. Early help
   3. Referral to social care
   4. Reporting to the police

- School will regularly review actions and look for any patterns of concerning behaviour. School will take swift action if any concerning patterns begin to emerge.

Unsubstantiated, unfounded, false or malicious reports:

- School will keep a written record of all concerns, discussions and decisions made, and the reasons for decisions.

- Records will be periodically reviewed so that patterns of concerning, problematic or inappropriate behaviour can be addressed.

- If a report is deemed unsubstantiated, unfounded, false or malicious the DSL should consider whether the child or young person is in need of support or may have been abused by someone else.

- If a report is shown to be deliberately invented or malicious, the school or college should consider whether disciplinary action is appropriate in line with the behaviour policy.

Safeguarding and supporting the victim

- School will have due regard for the safeguarding principles and effective practice when deciding how best to support victims.

- Awareness of possible health needs following a sexual assault, such as physical, mental and sexual health problems including unwanted pregnancy.

- The DSL along with other agencies and professionals will consider the most appropriate avenue of support. These are listed in section 5 KCSIE 2021.

Safeguarding and supporting children and young people who have displayed harmful sexual behaviour:

- School will be aware of the range of further information and guidance to help manage and deal with harmful sexual behaviour and support for young people.

- School will choose the most appropriate support which is in the best interest of the perpetrator as well as the victim.

9.8   Consensual & non consensual sharing of nude and semi nude images & videos (Sexting)

This approach based on guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders and the Sheffield Children Safeguarding Partnership Online Safety, Sept 21

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately. You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL

- Delete the imagery or ask the pupil to delete it

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

- Say or do anything to blame or shame any young people involved

- You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)

- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the imagery to safeguard the young person (in most cases, imagery should not be viewed)

- What further information is required to decide on the best response

- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images from devices or online services

- Any relevant facts about the pupils involved which would influence risk assessment

- If there is a need to contact another school, college, setting or individual

- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

- The imagery involves sexual acts and any pupil in the imagery is under 13

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

- If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

- They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

- If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

- The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

- If it is necessary to refer an incident to the police, this will be done through dialing 101

Recording incidents

- All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Please also refer to the Sheffield Children Safeguarding Partnership policy on Online Safety, Sept 21

- Pupils are taught about the issues surrounding sexting as part of our SMSC/RSE education and online safety programmes.

- Teaching covers the following in relation to sexting:

  – What it is

  – How it is most likely to be encountered

  – The consequences of requesting, forwarding or providing such images, including when it is and is not abusive

  – Issues of legality

  – The risk of damage to people's feelings and reputation

  – Pupils also learn the strategies and skills needed to manage

  – Specific requests or pressure to provide (or forward) such images

  – The receipt of such images

- This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

The following four detailed Sheffield Children Safeguarding Partnership policies should be followed in conjunction with this section.

Peer abuse & risk assessment, Sept 21,
Bullying, Sept 21,
Online Safety, Sept 21,
Sexualised behaviour, Sept 21,

9.9 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Can occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can:

- be perpetrated by individuals or groups, males or females, children or adults, any ethnicity or background

- be a one-off occurrence or a series of incidents over time, on or offline

- happen without the child's immediate knowledge e.g., shared videos or images of them on social media

- range from opportunistic to complex organised abuse

- involve force, enticement-based methods of compliance, physical contact, non-contact activities, youth produced imagery, watching sexual activities, sexually inappropriate behaviour, threats etc.

Victims can be exploited even when activity appears consensual and exploitation, as well as being physical, can be facilitated and/or take place online.

- Your duty to protect does not depend on the child or young person's willingness to be safeguarded.

- Staff must be aware of the vulnerabilities and warning signs that can put children and young people at risk of CSE and CCE.

What to do if you are worried about a child or young person:

- Tell your Designated Safeguarding Lead or Deputy (DSL/D) immediately if you are concerned about any individual, group or community issue involving or suspecting child exploitation, trafficking, etc.

- The DSL/D will use the CSE/CCE screening tool to consider a child or young person's level of risk and contact either the child's social worker or the Sheffield Safeguarding Hub (tel. 0114 2734855) as appropriate

- If you are concerned about a group or community, you or your DSL/D can ring 101 • If someone is in immediate danger ring 999

- If you are concerned about the behaviour of a person who works (paid or unpaid) with children, the Local Authority Designated Officer (LADO) should be informed via a LADO Request form.

Where appropriate, the child or young person's wishes and feelings, and those of their parents and carers should be sought and taken into consideration when deciding how to proceed.

However, practitioners should be aware that this may not always be in the child or young person's best interest and may put them at further risk of harm.

Some children or young people may have been trafficked and need support to access services.

The National Referral Mechanism (NRM) is the framework for identifying victims of human trafficking or modern slavery and ensuring they receive the appropriate support.

School will ensure that:

- A DSL/D is trained and regularly updated as the Child Exploitation (CE) Lead for staff & students

- all staff are made aware of and understand CSE/CCE indicators and referral pathways

- students are taught (age-appropriately) about:

    o CSE/CCE and how to protect themselves and each other

    o Healthy (including sexual) relationships, peer pressure, bullying, online-safety, gang activity etc. and how these topics can relate to CSE/CCE

- students know who to go to for help and support, and who to report CSE/CCE concerns to inside and outside the education setting

- relevant staff work in partnership with other agencies & ensure that information is shared promptly & fully

- procedures are in place to gather, record and share CSE/CCE information with the Amber Project, including data on pupils who run away or go missing

- they consider effective ways of raising awareness of CSE/CCE with parents and carers

For further detail see Child Criminal & Sexual Exploitation, Sept 21

See also Annex B of KCSIE.

9.10 Serious Violence

Indicators:

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school,

- a change in friendships or relationships with older individuals or groups,

- a significant decline in performance,

- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- being male,

- having been frequently absent or permanently excluded from school,

- having experienced child maltreatment and

- having been involved in offending, such as theft or robbery.

Further advice for schools and colleges is provided in the Home Office's Advice to schools and colleges on gangs and youth violence and its Criminal exploitation of children and vulnerable adults: county lines guidance.

9.11   Concerns about a staff member, supply teacher or volunteer

- If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a **risk of harm** to children, speak to the Headteacher immediately.

- Staff will have met the **harm threshold** if they have:

  ✓ behaved in a way that has harmed a child, or may have harmed a child (or young person)

  ✓ possibly committed a criminal offence against or related to a child

  ✓ behaved towards a child or children in a way that indicates they may pose a risk of harm to children

  ✓ behaved/may have behaved in a way that indicates they may not be suitable to work with children.

- If the concerns/allegations are about the Headteacher, speak to the Chief Executive Officer.

- The Headteacher/Chief Executive Officer will then follow the procedures and process checklist set out in Sheffield Children Safeguarding Partnership Allegations & concerns about staff & volunteers in education settings, Sept 21.

- Allegations should be responded to quickly, fairly and consistently, protecting the child or young person whilst supporting the person subject to the allegation.

- The LADO and case manager should systematically record the allegations detailing all decisions and actions.

- Procedures for dealing with allegations will be applied with common sense and judgement.

- Staff should refer to the Allegations & concerns about staff and volunteers process checklist which can be found in the above Sheffield policy.

Concerns that do not meet the 'harm threshold'

Low-level concerns about adult behaviour are those that do not meet the 'harm threshold' above but are not insignificant. They often cause a sense of unease or a 'nagging doubt'. e.g., behaviour that is:

  ✓ inconsistent with staff code of conduct, including outside work

  ✓ over friendly with children

  ✓ having favorites

- ✓ taking photographs of children/young people on their mobile phone
- ✓ engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- ✓ using inappropriate sexualised, intimidating, or offensive language

Such behaviour can appear inadvertent, thoughtless, or inappropriate, or intend to enable abuse. Concerns may arise from a:

- ✓ suspicion or complaint
- ✓ disclosure made by any child, parent, or other adult
- ✓ as a result of vetting checks

- School will ensure the staff codes of conduct; behaviour policy and safeguarding policies and procedures are implemented effectively, and that appropriate action is taken to deal with any concern

Sharing Concerns:

- If staff have a **low-level** concern about a member of staff (including a supply teacher or volunteer) they should be reported to the Headteacher. (If the concerns are about the DSL or the Headteacher these should be reported to the Chief Executive Officer or, if there is a conflict of interest, directly to the LADO)

- If staff find themselves in a situation that could be misinterpreted, or they have behaved in a way that falls below professional standards they should self-refer.

Recording Concerns:

- The DLS, deputy or the Headteacher should record all low-level concerns. Records should include:
  - Details of the concern
  - How the concern arose
  - The context in which the concern arose and
  - Action taken

- Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action taken.

(for further guidance on low-level concerns please refer to the low-levels concerns section in the staff code of conduct policy and Allegations & concerns about staff & volunteers in education settings, Sept 21.)

10. Notifying parents

- Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

- Other staff will only talk to parents about any such concerns following consultation with the DSL.

- If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

- In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

11. Pupils with special educational needs and disabilities

The links below details the specific policy guidance around SEND, First aid and medical conditions from Sheffield Children Safeguarding Partnership Special Education Needs & Disability (SEND), Sept 21, First aid & medical conditions, Sept 21

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- Pupils being more prone to peer group isolation than other pupils

- The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

Having access to The Hub, within school

Teaching Assistant support

Involvement in Year 7 Nurture Groups

Time Out Pass

Toilet Pass

Access to the SEND team within school

All pupils with an EHCP are discussed at the weekly Social Inclusion Team meeting.

12. Pupils with a social worker

- Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

- The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

- Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

  – Responding to unauthorised absence or missing education where there are known safeguarding risks
  – The provision of pastoral and/or academic support

- School will provide as much information as possible as part of any referral process to help social care assessments consider contexts outside of the home and enable a contextual approach to harm.

Record Keeping:

- Child protection records should include:

  A clear and comprehensive summary of a concern
  Details of how the concern was followed up and resolved
  A note of any action taken, decisions reached and outcomes

The designated school key worker will ensure that child protection and Child in need files are up to date and are stored on CPOMs or other similar safeguarding systems.

13. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. We will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

- The DSL has details of children's social workers and relevant virtual school heads

- We have appointed a designated teacher, e.g. LAC Coordinator, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. The designated teacher for looked after and previously looked-after children

- The LAC Coordinator at Handsworth grange Community Sports College is Joanne Brocklesby SENDCO

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

See also guidance on LAC in the following document: Special Education Needs & Disability (SEND), Sept 21

14. Mobile phones and smart technology

- Staff can bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

- Staff will not take pictures or recordings of pupils on their personal phones or cameras.

- We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. See also: Photographs, video's & images, Sept 21 for more detailed policy guidance.

15. Safeguarding in the curriculum/Enrichment/Alternative Provision

Part 2 of KCSIE includes links to resources which will help teach children and young people about safeguarding, including relationship education and online safety. School should refer to this section for further help and guidance.

15.1 The Core Curriculum of each school should address the following through its PSHE/SMSC/wider curriculum offer:

- Bullying/Cyberbullying
- On-line safety
- Diversity issues – Forced marriage, Honour Based Violence, FGM
- Domestic violence, drug and alcohol abuse
- Extremism, radicalisation
- Sexual exploitation – grooming, sexting
- Promoting safe and respectful relationships (primary and secondary)
- Health education
- Child Criminal Exploitation and gang violence

15.2 Online safety:

- Safeguarding children & young people online involves a range of issues e.g., cyberbullying, pressure to look 'right' & get 'likes', fake news, violence, extremist behaviour, grooming, child sexual & criminal exploitation, gambling and sharing semi/nude images.

- At Handsworth Grange Community Sports College we adopt a whole school approach to online safety to protect children and young people, we educate pupils, parents, carers & staff about the benefits and risks of using this environment and provide safeguards and awareness for users to safely control their online experiences.

- We have the following online safeguarding measures in place: (more detailed information can be found in the online safety policy and Online Safety, Sept 21,

  1. Safe & secure network & broadband connection
  2. Compliant Information Communication Technology (ICT) security e.g., firewalls, access restrictions Online-safety policies understood, implemented, reviewed by staff, pupils, parents & carers

3. Staff, pupils, parents/carers use ICT responsibly
4. A progressive, inclusive online-safety curriculum
5. Relationships, Sexual Health Education (RSHE) includes online-safety issues

Please find below the link to the online safety policy

https://hgcsc.co.uk/our-school/dfe-statutory-information

- When children are asked to learn online at home (e.g., because of coronavirus pandemic), we will follow advice from DfE on safeguarding and remote education (DfE 2021)

15.3   Enrichment activities provided by each school should adhere to the following:

- Where the Trust or school provides services or activities under supervision or management of Trust/school staff then the Trust's and school's Safeguarding and Child protection policies apply.

- **where services or activities are provided separately by another body** this is not necessarily the case. The school must seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place. (Including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate.

- The school should ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

15.4   Use of school / College premises for non-school/college activities (hire of facilities or premises)

- Where schools hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.
- It is the responsibility of the individual school to obtain and check this information.

15.5   Work Experience provides several benefits for children and young people.

- Each individual school should ensure that the appropriate risk assessments and health and safety checks are in place to ensure the student's safety and wellbeing.

15.6   Alternative provision (AP)

- School understands that often students attending AP often have complex needs. As a school we ensure that we work closely with approved Alternative provision providers to ensure students are safe.

- School ensures that the appropriate safeguarding measures are in place at the AP.
- School shares relevant information on the referral form to ensure students can be adequately supported and safeguarded.
- School maintains regular contact with AP providers.
- Attendance data is collected and recorded for all students attending AP provision.

The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:
Ensuring a good education for children who cannot attend school because of health needs
Alternative provision

Further information on AP can be found at Alternative Education Provision, Sept 21 -

15.7 Elective Home Education

We recognise that whilst many children have positive experiences of home education, we are aware that for some children it means they are less visible to services that are there to keep them safe and supported.

- Schools will work closely with the LA to ensure that any requests for EHE are followed up with a request from school for a meeting.
- All Minerva Learning Trust schools follow the Trust policy and procedure for EHE.
- All contact, subsequent meeting(s), meeting notes and outcomes will be carefully documented in line with Trust policy.
- School is aware of the guidance for local authorities below and additionally the guidance for parents.Elective home education: guidance for local authorities & Elective home education: guidance for parents

Further information on EHE can be found in the following document:

Missing from education, home or care, Sept 21

16. Complaints and concerns about school safeguarding policies

16.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

16.2 Other complaints

Complaints in the first instance should be made to the Headteacher who will then follow relevant complaints procedures

16.3 Whistleblowing

- Whistleblowing is the term used when an employee or worker passes on information concerning alleged wrongdoing such as unlawful conduct, financial malpractice, causing a danger to staff, the public or environment, contravening the Trust or School policies or the Trust Code of Conduct or deliberate concealment of any of these alleged activities. The wrongdoing disclosed must be in the 'public interest' and personal grievances or complaints would not normally be covered by whistleblowing law.

- The Public Interest Disclosure Act 1998 protects workers from any detriment from their employer (e.g., bullying or termination of contract) if they **disclose information that they reasonably believe is in the public interest and relates to:**
  - a criminal offence
  - the breach of a legal obligation
  - a miscarriage of justice
  - a danger to the health & safety of an individual
  - damage to the environment
  - information concerning the above that has been or is likely to be deliberately concealed

- **The organisational culture at your setting should**:
  - Encourage a safe environment that welcomes the raising of concerns about poor or unsafe practices, resolution of conflict & building trust
  - Understand the benefit of addressing issues
  - Support staff to reflect about their practice
  - Respond to concerns quickly, proportionately, fairly and without reprisal
  - Value regular staff learning and training

- **If you are concerned about any organisation's practice when safeguarding children or vulnerable adults**:
- Raise your concern internally, e.g., with your senior leadership team
- If you feel unable to do this (e.g., your concern relates to them), raise your concern with one of the specified people in your organisation's whistleblowing policy

- If you have raised your concern but feel that the matter has not been dealt with appropriately, your whistleblowing policy should tell you how to escalate that concern If you are worried about how to raise a concern:

- Seek independent advice e.g., through your trade union and/or professional body

- Contact the NSPCC, Ofsted or Secretary of State for Education.

See also: [Whistleblowing, Sept 21](#)

17. Record-keeping

The Sheffield Children Safeguarding Partnership policy <u>Safeguarding files & access requests, Sept 21,</u> contains detailed information on the safe storage of documents, sharing information, transferring files and dealing with SARs (Subject Access Requests) school has adopted this policy.

In addition, the following record keeping is part of the school policy

- We will hold records in line with our records retention schedule.

- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

- Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

- Safeguarding records relating to individual children will be retained for a reasonable period after they have left the school.

- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

- Our school uses CPOMs (online safeguarding storage system) to keep all safeguarding files secure.

- All Child protection records should include:

- A clear and comprehensive summary of the concern

- Details of how the concern was followed up and resolved

A note of any action taken, decisions reached and outcome.

Any paper files are securely stored in a locked filing cabinet in the Safeguarding Office with only members of the safeguarding team having access to the keys.
All paper safeguarding files are to be kept securely stored for 75 years or the lifetime of the respective child.
Information is shared in line with safeguarding best practice and policy
- In addition:

  – Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

  – Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

18. Training

<u>Training Pathway - Safeguarding in Education Settings, Sept 21</u>

The above two policies contain specific detail regarding Safer recruitment and training at school. The Trust HR Team can be contacted for further information about safer recruitment and the recruitment policy and checks undertaken by the Trust and its schools.

18.1 All staff

- All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners. The School's Headteacher and the Trust's CEO is responsible for ensuring this training is undertaken by all staff.

- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

- Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

- New staff and volunteers who work with children and young people should receive mandatory safeguarding training as part of the Trust or school's routine induction process. The induction training should include the following elements:
  - The Trust and school safeguarding and child protection policies
  - The safeguarding procedures specific to each school
  - The identity and role of the DSL as well as the identity of the designated deputy safeguarding leads
  - Keeping Children Safe in Education; specifically, Part 1 of the guidance
  - Contextual information and response to disclosure or suspicion of; the different types of abuse, CSE, FGM, Prevent, Peer on Peer abuse, 'County Lines' criminal exploitation of children (all of which should be made explicit within the school level Safeguarding Policy)
  - The school's staff code of conduct; including whistleblowing, the acceptable use of ICT and online safety
  - The school's behaviour policy and the use of reasonable force within it
  - The safeguarding response to children who go missing in education

18.2 The DSL and deputies

- The DSL and Deputies will undertake child protection and safeguarding refresher training every year

- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

- They will also undertake Prevent awareness training.

- The online safety coordinator will also be a DSL/DDSL who will undertake the online safety training.

18.3 Governors

- All Governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

- At Handsworth Grange Community Sports College our named Lead Governor for Safeguarding is Jessica Proctor

18.4 Safer Recruitment – interview panels & practices

Safer Recruitment, Sept 21. This document provides the updated Sheffield safer recruitment policy and should be read in conjunction with the Trust Recruitment & Selection policy.

Post-16 education

- The **Education and Training (Welfare of Children) Act 2021**, which extends safeguarding provisions to providers of post-16 education. Although some safer recruitment regulations don't apply to these providers, recruitment checks are an essential part of safeguarding and providers should (rather than must) carry out pre-appointment checks in line with the safer recruitment policy.

- At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

- The Trust ensures that all measures are applied in relation to everyone who works in the Trust. Safer recruitment practice includes vetting applicants' suitability to work with children. Prior to appointment this includes:
  - Obtaining a separate barred list check if the applicant is to be involved in unregulated activity
  - Obtaining via the applicant an enhanced DBS certificate
  - identify the candidate's identity using their birth certificate
  - Verifying identity and academic or vocational qualifications
  - Verifying the right to work in the UK
  - Obtaining at least two professional references, one of which must the applicant's current or most recent, employer
  - Ensuring applicants for teaching posts are not subject to a prohibition order
  - Checking that a person taking up a management position is not subject to a 128 direction from the Secretary of State
  - Making further checks if the person has lived or worked outside of the UK
  - Ensuring that a candidate has the health and physical capacity for the job
  - Ensuring that at least one member of the interview panel has undertaken safer recruitment training either online or by attending other appropriate local or national training
  - Ensuring that all staff are expected to disclose any convictions, court orders and warnings that might affect their suitability to work with children. This applies during the time of recruitment but also throughout a person's employment within the Trust

Barred list checks:

Separate barred list checks must only be carried out:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced certificate with barred list information from the Disclosure and Barring Service (DBS)
- where a person has worked in a school or college in a role that brought them into regular contact with children and young people, and this role ended not more than three months prior to their new appointment.

Section 128 directions check:

- Academies must carry out section 128 checks for Trust members and Trustees, Individuals who sit on committees or Local Governing Bodies with delegated responsibilities and staff engaged in management positions. Other positions may also require a check, depending on the specific responsibilities the person holds. This is explained in paragraphs 213, 237, 238, 305 and 308 of KCSIE 20201 and the requirement for Trust Members to have this check is set out clearly in paragraph 14 of the Academy Trust Handbook 2021.
- The Trust Central Team is responsible for completing checks for Members and Trustees and the School is responsible for completing checks for Local Governors and staff.
- The DfE sign-in portal can be used to make prohibition,direction, restriction and children's barred list checks.

- School will ensure the SCR kept up to date with details of staff who have undertaken Safer Recruitment Training

- School will ensure safer recruitment training of relevant staff is kept active and up to date

- All recruitment within the Trust and the school is carried out in line with **Safer Recruitment practices** and the **Trust's Recruitment and Selection Policy**

- Ensuring a Single Central Record (SCR) is held centrally by every school and has a nominated person in charge of it.

18.5 Staff who have contact with pupils and families

It is good practice for all schools to ensure appropriate supervision is available to staff who have contact with pupils and families although it is only a statutory duty for EYFS as set out in the EYFS statutory framework 2020 (including Corona Virus Updates).

- The Sheffield Children Safeguarding Partnership sets out a clear policy on staff safeguarding supervision. Staff Safeguarding Supervision, Sept 21. This details who should have access to supervision and how this could be done either individually or in groups as well as how to keep records and how often this should be.

- It is recommended that staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

19. Monitoring arrangements

This policy will be reviewed **annually** by the Designated Safeguarding Lead. At every review, it will be approved by the Trust Board and Local Governing Body.

20. Links with other policies

This policy links to the following policies and procedures:

- Behaviour (including anti bullying policy)
- Staff Complaints
- Health and safety
- SEND policy
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid
- Curriculum
- Children Looked After
- Privacy notices
- Whistleblowing
- IT acceptable usage policy
- Self Harm
- Serious Case Reviews